
A Study of Relationship between Level of Aspiration and Frustration among Adolescents in Educational Situations.

Dr. Dinesh Mohan Sharma, Dr. Niranjana Sharma,

**Associate Professor & Head, B.Ed. Dept. Govt. P.G. College, Kotdwara, Uttarakhand*

***Associate Professor, B.Ed. Dept. Govt. P.G. College, Kotdwara, Uttarakhand*

ABSTRACT:

The present study is an attempt to investigate the relationship between Level of Aspiration and Frustration among adolescents in educational situations. It was assumed that Level of Aspiration is positively correlated with Frustration among adolescents in educational situations. The sample comprised of 200 adolescents of Meerut city. Seven correlations were obtained to determine the relationship between Level of Aspiration on one hand and Frustration and its six dimensions on the other hand.

It was revealed that the seven positive correlations between Level of Aspiration and the Frustration and its dimensions are suggestive of a relationship which implies that the more Level of Aspiration of an adolescent learner is, the more frustrated he is.

INTRODUCTION

Frustration plays very important role in determination of human behaviour. It influences the quality of performance. However, frustration has been found to improve performance on a criterion variable, under some conditions and of some persons. But exerts contrary influence on the performance under other conditions and of some other persons. Differential effects of frustration on the behavioral performances of different individuals have been a question of fascinating research. Research efforts till date have so far principally been directed at an understanding of the phenomenon of frustration by using projective technique on young children as subjects of the sample. What conditions contribute to frustration among adolescent learners, particularly in educational situations, is a question which has failed to evoke the attention of educational research workers; hence it seems necessary to investigate the factors that contribute to generate frustration among adolescents in educational situations.

STATEMENT OF THE PROBLEM

The study in hand has attempted to ascertain the influence of Level of Aspiration on frustration among adolescents in educational situations. There are many psychological factors which may influence the frustration of adolescent learners. However, the present study had confined itself to examine the Influence of only one psychological factor, namely, Level of Aspiration on the frustration of adolescents.

OBJECTIVE OF THE STUDY

The present study has been designed with a view to achieve the objective mentioned as under: To ascertain the relationship between adolescent learners’s Level of Aspiration and his frustration in educational situations.

HYPOTHESIS:

The hypothesis as under was framed in the context of objective of study and related research studies: The higher is the Level of Aspiration of an adolescent learner of a higher secondary institution the greater will be his frustration in educational situations.

DEFINITIONS OF THE TERMS USED:

Level of Aspiration:

Refers to the assessment of an individual of his own abilities in achieving a certain level of performance or in the achievement of certain expected goals.

Frustration:

Refers to the blocking of an organism’s path towards a goal, The goal seeking behavior may be conscious or unconscious.

METHOD AND PROCEDURE

Causal comparative methods seemed to be more suitable for ascertaining the influence of LOA on the frustration of adolescents in educational situations. Hence this method was chosen.

TOOLS:

Shah’s Level of Aspiration Test was used to measure the Level of Aspiration and Sharma’s Frustration Scale was used to measure the Frustration among adolescents in educational situations.

SAMPLE AND SAMPLING TECHNIQUE:

Two hundred male and female adolescents of high school in equal number constituted the sample of the study. The selection of the sample was made with the help of stratified sampling procedure.

SAMPLE STRUCTURE

Male X graders		Total	Female X graders		Total
BAV INTER COLLEGE Meerut	NAS INTER COLLEGE Meerut		IN Girl’s H.School Meerut	KK.Girls’s H.School Meerut	
50	50	100	50	50	100
Total : 200 X graders					

ANALYSIS & ORGANIZATION OF THE DATA

Table-1

Seven correlations were obtained to determine the relationship between Level of Aspiration on one hand and frustration and its six dimensions on the other hand which resulted as following:

S.No	Details of correlation	Value of r
	Correlation between Level of Aspiration and ‘My school’ dimension of frustration	$r_{x_1 y_1} = .299^{**}$
r_2	Correlation between Level of Aspiration and ‘My classmates’ dimension of frustration	$r_{x_1 y_2} = .142^*$
r_3	Correlation between Level of Aspiration and ‘My Teachers’ dimension of frustration	$r_{x_1 y_3} = .584^{**}$
r_4	Correlation between Level of Aspiration and ‘Cocurr. Activities’ dimension of frustration	$r_{x_1 y_4} = .305^{**}$
	Correlation between Level of Aspiration and ‘Home Work’ dimension of frustration	$r_{x_1 y_5} = .257^{**}$
r_6	Correlation between Level of Aspiration and ‘Examinations’ dimension of frustration	$r_{x_1 y_6} = .276^{**}$
r_7	Correlation between Level of Aspiration and Total Frustration Score	$r_{x_1 y_7} = .326^{**}$

RESULTS AND DISCUSSION:

The attempt by this study to ascertain the degree of influence exerted by level of aspiration on adolescent learners’ frustration in educational situations has yielded the following observations:

1. Level of aspiration is positively and significantly related to adolescent learners frustration in such educational situations as : school building :its location and characteristics, principal’s administrative behavior and office, relationship of adolescent learners with their classmates and teachers, co-curricular activities, nature of home assignments and testing conditions and procedure.
2. Correlation between level of aspiration and the frustration as well as its six dimensions ranges between .142* to .584**.
3. Correlation between level of aspiration and frustration in educational situations of school ($r_1 = .299^{**}$), Classmates ($r_2 = .142^*$), co-curricular activities ($r_4 = .305^{**}$), home work ($r_5 = .257^{**}$), examinations ($r_6 = .276^{**}$) and over all frustration ($r_7 = .326^{**}$) is low. It is moderate in respect of teaching situations designed by teacher in the class room ($r_3 = .584^{**}$).

4. Level of aspiration is an important source of frustration among adolescent learners in all types of educational situations of an institution.
5. By and large, adolescent learners, who have high level of aspiration, tend to feel more frustrated in educational situations and those, having low level of aspiration, tend to feel less frustrated in the same situations. The findings presented above cater to the objective of the study which sought to ascertain the relationship between the level of aspiration of the adolescent learners and their frustration in educational situations. The concept of level of aspiration, introduced by Dembo (1931), refers to a person's expectations, goals or claims on his own future achievement in a given task. Hoppe (1930) observed that a given performance is accompanied by a feeling of failure if it falls below the level of aspiration and a given performance is accompanied by a feeling of success if it goes above the level of aspiration. Frank (1935), however, was of the view that level of aspiration refers to the level of future performance in a similar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach. Hurlock (1967) conceived it to be the goal which an individual sets for himself in a task of intense personal significance for him or in which he is ego-involved.
6. An individual's level of aspiration is determined by such environmental factors as : parental ambitions, social expectation, peer pressures, culture, social values, competition and group cohesiveness as well as by such personality factors as : wishes, personality traits, past experiences, values and sex and the like. Being a personality trait, level of aspiration exerts influence on many behaviors'. Although variations in environmental conditions lead to variations in level of aspiration, there is stability in it, primarily because of the personality factors constituting it.
7. The adolescent learner having high level of aspiration tends to feel highly frustrated when he fails to achieve academically commensurate to his expectations. Achievement within the school, whether on achievement tests (examinations), co-curricular activities, home work, teaching treatments or to attitude of classmates, depends on a number of factors on which the adolescent learners have little control. It is one thing to set a high goal and it is another thing to be able to achieve that goal. Setting a goal without taking into consideration an individual's capacity to achieve it is a subjective exercise. However, if this exercise does not match with the realities in terms of individuals own potentials or conditions within the school, classroom and other institutional venues, then the individual experiences feelings of disappointment and despondency which ultimately leads to frustration in him.
8. An average adolescent learner starts with a lot of expectations in respect of quality and characteristics of his school, educational administration styles of his principals, classroom physical conditions, library effectiveness, laboratory functioning, school office functioning, attitudes of classmates, teacher's classroom behaviors, co-curricular facilities, nature of home assignments, and examination conditions. Many of the adolescent learners, with passage of time adjust with school conditions. Such adolescents, therefore, develop a level of aspiration which matches with realities within the school.

Therefore, they have little cause to feel frustrated. But those among the adolescent learners, who fail to set up realistic goals for themselves in terms of educational situations within the institutions, tend to develop feelings of frustration. In fact, their intensity of frustration is in proportion to their level of aspiration. If this explanation is accepted, then one can reasonably conclude that high is an adolescent learner's level of aspiration, the more frustrated he is.

REFERENCES:-

- i. Biruntha M. And Muthaiyan R. (2015), "Reasons for Frustration among adolescent students in Pudukottai district, Tamilnadu", Star Research Journal, Vol.3 Issue II(I).
- ii. Bower, G.H.(1962), "The influence of graded reductions in reward and prior frustrating events upon the magnitude of the frustration effect", Journal of Comp. Physiol. Psychology, No.55, pp.582-587.
- iii. Daly, H.B.(1974), " Reinforcing Properties of escape from frustration aroused in various learning situations" , In G.H. Bower (Ed.), The Psychology of learning and motivation (Vol.8), New York : Academic.
- iv. Doob and Gross.(1968-76), " Literature on Frustration recorded by Low and Marx (1968)", Journal of Soc. Psychology, pp.213-238.
- v. Encyclopedia of Psychology, Vol.1, Ed.-H.J. Eysenck, London & W. Arnold, Wurzburg R. Meili, Berne, Search Press London, pp.390-393.
- vi. Figueroa-de-Guevaria, Gloria Maria,(1978), "Frustration Among Non Promoted Puerto Rican Elementary School Children", Dissertation Abstracts International, Vol.38, No.8, p.4567-A.
- vii. Filer, R.J.(1952), "Frustration, Satisfaction and other factors affecting the attractiveness of goal objects", Journal of Abnormal and Social Psychology, Vol.47, pp.203-212.
- viii. Gladys, Natchez (1961), "Oral reading used as an indicator of reaction to frustration", Journal of Educational Research , Vol.54, p.8.
- ix. Govind Tiwari, Kiran Merbhattach and Manorama Tiwari, (1978) " Personality Factors and Sex as Correlates of Frustration modes", Journal of Education and Psychology , Vol. XXXV, No.4, pp.191-198.
- x. Hunt, J.Mc.(1944), "Personality and Behavior Disorders", Ronald, New York.
- xi. International Encyclopedia of Psychiatry Psychology Psycho-analysis and Neurology, Editor-Ben jamin, Vol.5, produced for Aesculapius Publishers, Inc. New York, by van Nostrand Reinhold Company New York, p.141.
- xii. Maier, N.R.F.(1949), "Frustration: The study of behavior without a goal" New York, McGraw Hill.
- xiii. Maier, N.R.F.(1956), "Frustration Theory: Restatement and Extension", Psychological Review, Vol.63, pp.370-388.

-
- xiv. Munroe, Walter S.(1950), “Encyclopaedia of Educational Research’, Macmillan, New York.
- xv. Raichaudhuri,Jayati,(1989), “Frustration reaction of School Children Associated with some Psychosocial variables”, University News, Monday, January 30.
- xvi. Singh, N.P. (1988), “A study of frustration in relation to sense of responsibility amongst youth’, Prog.Edn. LXIII(1), 16-21,15.
- xvii. Singh, R.P. (1979), “A study of Creativity in relation to adjustment, Frustration and level of aspiration “, Ph.d. Thesis in Education, Agra University Agra.
- xviii. Vassiliou, Demetrioxs, (1982), “ Frustration tolerance among learning Disabled and Normal Students”, Dissertation Abstracts International, Vol. 43, No.5,p. 1505-A.